

WEST HARDEEVILLE ELEMENTARY

P.O. Box 527
Hardeeville, S. C. 29927

GRADES PK-8 Elementary School

ENROLLMENT 759 Students

PRINCIPAL Dr. Coleen W. Finklea 843-717-1200

SUPERINTENDENT Dr. William Singleton 843-717-1100

BOARD CHAIR Patricia Walls 843-368-6587

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	17	62	24	1

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 24 out of 28 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Unsatisfactory	N/A
2002	Below Average	Good	N/A
2003	Below Average	Average	No
2004	Below Average	Good	No

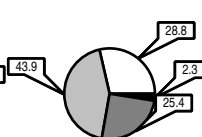
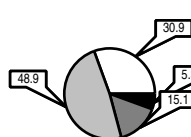
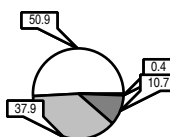
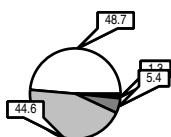
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

78.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	460	99.4	51.6	36.8	10.8	0.9	17.5	Yes	Yes
Gender									
Male	254	99.6	59.4	34.8	5.7	0.0	11.5		
Female	206	99.0	42.1	39.1	16.8	2.0	24.8		
Racial/Ethnic Group									
White	63	98.4	39.3	47.5	13.1	0.0	23.0	Yes	Yes
African-American	295	99.3	51.7	36.4	11.2	0.7	16.8	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	101	100.0	59.2	30.6	8.2	2.0	16.3	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	407	99.5	49.7	38.6	10.9	0.8	17.9		
Disabled	53	98.1	66.0	22.0	10.0	2.0	14.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	460	99.4	51.6	36.8	10.8	0.9	17.5		
English Proficiency									
Limited English Proficient	67	100.0	76.9	20.0	3.1	0.0	9.2	No	Yes
Non-Limited English Proficient	393	99.2	47.2	39.6	12.1	1.0	18.9		
Socio-Economic Status									
Subsidized meals	379	99.5	54.1	35.1	10.1	0.8	16.6	Yes	Yes
Full-pay meals	81	98.8	39.7	44.9	14.1	1.3	21.8		

Mathematics - State Performance Objective = 15.5%									
All Students	460	99.4	49.1	42.6	7.0	1.3	17.0	Yes	Yes
Gender									
Male	254	99.2	59.3	33.7	6.2	0.8	13.2		
Female	206	99.5	36.9	53.2	7.9	2.0	21.7		
Racial/Ethnic Group									
White	63	98.4	36.1	50.8	9.8	3.3	27.9	Yes	Yes
African-American	295	99.3	51.0	42.0	5.6	1.4	15.0	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	101	100.0	51.0	39.8	9.2	0.0	16.3	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	407	99.8	46.1	45.1	7.3	1.5	18.6		
Disabled	53	96.2	73.5	22.4	4.1	0.0	4.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	460	99.4	49.1	42.6	7.0	1.3	17.0		
English Proficiency									
Limited English Proficient	67	100.0	63.1	35.4	1.5	0.0	6.2	No	Yes
Non-Limited English Proficient	393	99.2	46.7	43.8	7.9	1.6	18.9		
Socio-Economic Status									
Subsidized meals	379	99.5	51.9	41.3	5.4	1.4	14.7	No	Yes
Full-pay meals	81	98.8	35.9	48.7	14.1	1.3	28.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	74	95.9	47.6	46.0	6.3	N/A	6.3
	Grade 4	99	96.0	57.5	38.8	3.8	N/A	3.8
	Grade 5	77	98.7	55.1	40.6	4.3	N/A	4.3
	Grade 6	96	100.0	56.8	34.1	9.1	N/A	9.1
	Grade 7	82	98.8	60.3	31.5	8.2	N/A	8.2
	Grade 8	72	98.6	52.2	37.7	8.7	1.4	10.1
2004	Grade 3	84	98.8	53.0	33.7	12.0	1.2	13.3
	Grade 4	62	100.0	48.4	37.1	14.5	N/A	14.5
	Grade 5	86	98.8	50.6	45.9	3.5	N/A	3.5
	Grade 6	76	100.0	67.1	19.7	11.8	1.3	13.2
	Grade 7	91	98.9	51.1	38.9	8.9	1.1	10.0
	Grade 8	61	100.0	41.0	52.5	6.6	N/A	6.6
Mathematics								
2003	Grade 3	74	98.6	56.3	39.1	3.1	1.6	4.7
	Grade 4	99	99.0	38.3	53.1	8.6	N/A	8.6
	Grade 5	77	100.0	65.7	32.9	1.4	N/A	1.4
	Grade 6	96	100.0	48.9	33.0	17.0	1.1	18.2
	Grade 7	82	100.0	52.1	35.6	8.2	4.1	12.3
	Grade 8	72	98.6	63.8	34.8	N/A	1.4	1.4
2004	Grade 3	84	100.0	51.2	44.0	4.8	N/A	4.8
	Grade 4	62	100.0	43.5	46.8	6.5	3.2	9.7
	Grade 5	86	98.8	50.6	43.5	4.7	1.2	5.9
	Grade 6	76	100.0	52.6	38.2	9.2	N/A	9.2
	Grade 7	91	98.9	46.7	40.0	10.0	3.3	13.3
	Grade 8	61	98.4	53.3	45.0	1.7	N/A	1.7

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 759)				
First graders who attended full-day kindergarten	58.9%	N/C	100.0%	100.0%
Retention rate	4.0%	N/A	3.6%	2.7%
Attendance rate	96.6%	Up from 94.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.2%		6.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.5%		5.3%	3.5%
Eligible for gifted and talented	3.2%	Down from 4.0%	7.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.8%	Down from 6.6%	8.8%	8.2%
Older than usual for grade	4.2%	Up from 3.7%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.5%	0.0%	0.0%

Teachers (n= 59)				
Teachers with advanced degrees	52.5%	Up from 49.2%	47.8%	51.4%
Continuing contract teachers	59.3%	Down from 73.8%	82.6%	87.5%
Highly qualified teachers**	76.3%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	17.4%		0.0%	0.0%
Teachers returning from previous year	79.4%	Up from 73.0%	85.0%	86.7%
Teacher attendance rate	96.7%	Up from 94.1%	94.8%	94.9%
Average teacher salary	\$38,638	Down 2.1%	\$39,999	\$40,760
Prof. development days/teacher	12.2 days	Down from 20.0 days	12.9 days	12.4 days

School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 17.2 to 1	17.5 to 1	18.9 to 1
Prime instructional time	90.8%	Up from 85.1%	89.8%	90.0%
Dollars spent per pupil*	\$6,039	Up 0.6%	\$6,453	\$6,044
Percent of expenditures for teacher salaries*	71.2%	Up from 68.4%	64.9%	65.9%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	99.0%	Up from 80.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	75.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

West Hardeeville School continues to make significant PACT gains and received the Palmetto Silver Award for the second year for continued improvement. Quarterly progress has been monitored for each student with benchmark tests in English-Language Arts and Math. The instruction of the South Carolina standards is driven using this data. Standards requiring additional growth are scaffolded into the next quarter's instruction.

West Hardeeville has adopted a new logo and motto this year. Our lighthouse symbolizes our "lighting the way to success." Students recite the school pledge daily and end with our driving belief that, "If I believe it, I will achieve it."

West Hardeeville has also reveled in many outstanding accomplishments in 2003-2004. We successfully completed our ten-year accreditation visit from the Southern Association of Colleges and Schools. We can now celebrate 20 years as an accredited school. We once again received the State Chamber of Commerce Small Business Partnership of the Year award with our Del Webb Sun City Volunteers. We also celebrate student achievement with a variety of rewards, recognition and celebrations.

To expand our students' experiences beyond the classroom and local area, we had an aquatic performance, authors' presentations, storytelling, and attendance to music festivals. We saw parental involvement improve by leaps and bounds with our first Families Learning Together nights having 400 plus in attendance.

With our major face-lift, high expectations and belief in our school, family, and community, West Hardeeville continues to face many challenges. Our greatest is attracting and retaining teachers. We have an outstanding group of teachers, but continue to lose teachers to surrounding districts. We need to be competitive in many ways to attract and keep our staff. Stability of the instructional staff is crucial to student achievement. We continue to work hard to create a warm and welcoming environment in an older facility. However, we will no longer face this challenge when we move into our new Pre-K-12 complex in 2006-2007. We have come a long way towards making "West the Best" because we believe it and therefore will achieve it!

Dr. Coleen Finklea, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	55	83	105
Percent satisfied with learning environment	66.0%	81.7%	58.3%
Percent satisfied with social and physical environment	47.3%	81.5%	56.0%
Percent satisfied with home-school relations	31.5%	82.5%	63.3%

*Only students at the highest elementary school grade level at this school and their parents were included.